

Grade 4 | Term 2 **Literature Resource Pack**

James And The Giant Peach Chapter 34-36

Note:

- Each comprehension is designed in the style of Cambridge Primary Stage 3 and carries a total of 25 marks, supporting practice for Paper 2 – Fiction.
- It is recommended that each comprehension be completed within 30 minutes.

Chapter 34- Task 1

"COME ON, CENTIPEDE, bite through the first string," James ordered.

The Centipede took one of the silk strings between his teeth and bit through it. And once again (but not with an angry Cloud-Man dangling from the end of the string this time) a single seagull came away from the rest of the flock and went flying off on its own.

"Bite another," James ordered.

The Centipede bit through another string.

"Why aren't we sinking?"

"We are sinking!"

"No, we're not!"

"Don't forget the peach is a lot lighter now than when we started out," James told them. "It lost an awful lot of juice when all those hailstones hit it in the night. Cut away two more seagulls, Centipede!"

"Ah, that's better!"

"Here we go!"

"Now we really are sinking!"

"Yes, this is perfect! Don't bite any more, Centipede, or we'll sink too fast! Gently does it!"

Slowly the great peach began losing height, and the buildings and streets down below began coming closer and closer.

"Do you think we'll all get our pictures in the papers when we get down?" the Ladybug asked.

"My goodness, I've forgotten to polish my boots!" the Centipede said. "Everyone must help me to polish my boots before we arrive."

"Oh, for heaven's sake!" said the Earthworm.

"Can't you ever stop thinking about—"

But he never finished his sentence. For suddenly... WHOOOSH!...and they looked up and saw a huge four-engined plane come shooting out of a nearby cloud and go whizzing past them not more than twenty feet over their heads. This was actually the regular early-morning passenger plane coming in to New York from Chicago, and as it went by, it sliced right through every single one of the silken strings, and immediately the seagulls broke away, and the enormous peach, having nothing to hold it up in the air any longer, went tumbling down toward the earth like a lump of lead.

"Help!" cried the Centipede.

"Save us!" cried Miss Spider.

"We are lost!" cried the Ladybug.

"This is the end!" cried the Old-Green Grasshopper.

"James!" cried the Earthworm. "Do something,

James! Quickly, do something!"

"I can't!" cried James. "I'm sorry! Good-bye! Shut your eyes, everybody! It won't be long now!"

ROUND AND ROUND and upside down went the peach as it plummeted toward the earth, and they were all clinging desperately to the stem to save themselves from being flung into space.

Read the text in the insert and answer the questions below.

1. Look at the first paragraph.

(a) Give a two-word phrase from the first paragraph that tells us James is giving a command.

_____ [1]

(b) 'He' is an example of a pronoun. Give **two** more pronouns from the first paragraph.

1. _____ 2. _____ [2]

2. **Look at the final paragraph.** What were the characters clinging to so they wouldn't be flung into space?

_____ [1]

3. Look at the dialogue between lines 6 and 15.

(a) Why is an apostrophe (') used in the word aren't?

_____ [1]

(b) Give **two** reasons why the peach is "a lot lighter" than when they started.

1. _____

2. _____ [2]

(c) Look at the sentence "Gently does it!" (line 15). What kind of sentence is this?

Tick one box.

[1]

- Statement
- Question
- Exclamation
- List

4. Look at the paragraph beginning "Slowly the great peach..." [3]

Based on the information in this paragraph, match the character with their concern.

Draw lines to match each character. There is one extra concern you will not use.

Character	Concern
The Ladybug	Wants the others to stop talking.
The Centipede	Thinks they will be in the newspapers.
The Earthworm	Wants help polishing their boots.

5. Look at the paragraph starting "But he never finished his sentence..."

(a) Write the connective found in the final sentence of the text.

_____ [1]

(b) Which verb does the writer use instead of 'cut' to describe what the plane did to the strings?

_____ [1]

6. Look at the description of the airplane.

(a) Give one phrase that tells us the plane was moving very quickly.

_____ [1]

(b) **Was** is an example of a past tense irregular verb. Give one other past tense irregular verb from the paragraph about the plane.

_____ [1]

7. Look at the line: "...plummeted toward the earth like a lump of lead."

(a) Give one example of a metaphor or simile from this section of the text.

_____ [1]

(b) What does the word plummeted mean in this sentence?

Tick one box.

- Floated gently
- Fell at high speed
- Flew in circles
- Stayed still

[1]

8. Look at the character reactions at the end of the text.

(a) Which word tells us that the characters are holding on very tightly to the stem?

_____ [1]

(b) Do you agree that James is the leader of the group?

Tick one box. [3]

- Yes
- No

Give two reasons for your choice using information from the whole text.

Reason 1: _____

Reason 2: _____

9. How does the writer organize the information in this extract to create excitement?

_____ [3]

Total Marks: 25

Question	Answer	Marks
1(a)	"James ordered"	1
1(b)	Any two from: "The" (as part of title), "his", "it", "one".	2
2	The stem (of the peach)	1
3(a)	To show a contraction / missing letter (are not).	1
3(b)	1. It lost juice. 2. It was hit by hailstones (or seagulls are being cut away).	2
3(c)	Exclamation	1
4	Ladybug -> Newspapers; Centipede -> Boots; Earthworm -> Stop talking.	3

Question	Answer	Marks
5(a)	but	1
5(b)	Sliced	1
6(a)	"shooting out" / "whizzing past"	1
6(b)	Saw / went / broke / fell / looked.	1
7(a)	"like a lump of lead"	1
7(b)	Fell at high speed	1
8(a)	Desperately (or "clinging").	1
8(b)	Yes: He gives the orders; the others cry to him for help at the end. (Accept 'No' if supported).	3
9	Award marks for mentioning: 1. Use of short, panicky dialogue. 2. Use of onomatopoeia (WHOOOSH). 3. The transition from calm descent to sudden disaster.	3

Chapter 35- Task 2

Part 1

Faster and faster it fell. Down and down and down, racing closer and closer to the houses and streets below, where it would surely smash into a million pieces when it hit. And all the way along Fifth Avenue and Madison Avenue, and along all the other streets in the City, people who had not yet reached the underground shelters looked up and saw it coming, and they stopped running and stood there staring in a sort of stupor at what they thought was the biggest bomb in all the world falling out of the sky onto their heads. A few women screamed. Others knelt down on the sidewalks and began praying aloud. Strong men turned to one another and said things like, "I guess this is it, Joe," and "Good-by, everybody, good-by." And for the next thirty seconds the whole City held its breath, waiting for the end to come.

Read the text from *James and the Giant Peach* (Chapter 35) and answer

Questions 1–7.

1. Look at the first two sentences. (a) Give a two-word phrase that tells us the peach is gaining speed as it falls.

_____ [1]

(b) What does the writer say will happen to the peach when it hits the ground?

_____ [1]

2. Look at the sentence: "...people... stood there staring in a sort of stupor..." What does the word stupor suggest about the people?

Tick one box. [1]

- They were very excited.
- They were too shocked or dazed to move.
- They were happy to see the peach.
- They were running away quickly.

3. What did the people in the city think the peach was?

_____ [1]

4. The text mentions several different reactions from the people on the streets.

Based on the text, match the group of people to their reaction. [3]

Group of People	Reaction
A few women	Knelt on the sidewalks and prayed.
Strong men	Screamed.
Others	Said goodbye to one another.

5. Look at the final sentence: "And for the next thirty seconds the whole City held its breath..." (a) This is a figure of speech. What does "held its breath" tell you about the atmosphere in the city?

_____ [1]

(b) Why were they waiting?

_____ [1]

6. Identify whether this sentence is Simple or Compound: "*A few women screamed.*"

_____ [1]

7. Write a short paragraph (2–3 sentences) describing how the mood of the story changes from the beginning of the passage to the end. [5]

Part 2 – chapter 36

"GOOD-BY,
LADYBUG!" gasped James, clinging to the stem of the falling peach.

"Good-by, Centipede. Good-by, everybody!" There were only a few seconds to go now and it looked as though they were going to fall right in among all the tallest buildings. James could see the skyscrapers rushing up to meet them at the most awful speed, and most of them had square flat tops, but the very tallest of them all had a top that tapered off into a long sharp point—like an enormous silver needle sticking up into the sky.

And it was precisely onto the top of this needle that the peach fell!

There was a squelch. The needle went in deep. And suddenly—there was the giant peach, caught and spiked upon the very pinnacle of the Empire State Building.

Read the extract from *James and the Giant Peach* (Chapter 36) and answer Questions 1–7.

1. Look at the first paragraph.

(a) What word does the writer use to show that James is struggling to breathe as he speaks?

_____ [1]

(b) Give a two-word phrase that tells us the peach is moving very fast.

_____ [1]

2. The tallest skyscraper is compared to a "silver needle." What literary device is the writer using here?

Tick one box.

[1]

- Metaphor
- Simile
- Onomatopoeia
- Alliteration

3. "The needle went in deep."

Which verb does the writer use in the final sentence to show that the peach was stuck on the building?

_____ [1]

4. Look at the word "squelch."

What does this word tell us about the sound the peach made when it landed?

_____ [1]

5. Identify the figure of speech used in the phrase "skyscrapers rushing up to meet them."

Tick one box.

[1]

- Simile
- Personification
- Alliteration

6. Identify whether the following sentence is Simple or Compound.

"The needle went in deep."

_____ [1]

7. Where exactly did the peach land?

_____ [1]

8. Why do you think James was saying "Good-by" to everyone?

Give one reason from the text to support your answer.

 _____ [2]

Total Marks: 25

Part 1

Q. No.	Expected Answer	Marks
1 (a)	"Faster and faster"	1
1 (b)	It would smash into a million pieces.	1
2	They were too shocked or dazed to move.	1
3	The biggest bomb in all the world.	1
4	Women -> Screamed; Men -> Said goodbye; Others -> Prayed.	3
5 (a)	It was silent/tense/everyone was terrified and still.	1
5 (b)	For the end to come / for the peach to hit.	1
6	Simple sentence ⁷	1
7	Award 5 marks for a clear explanation: starts with fast-paced action/panic and ends with a tense, terrifying silence.	5

Part 2

Q. No.	Assessment Focus	Expected Answer	Marks
1 (a)	Vocabulary	"gaped"	1
1 (b)	Identifying Detail	"awful speed"	1
2	Figure of Speech	Simile (uses the word "like")	1
3	Vocabulary	"spiked" (or "caught")	1
4	Onomatopoeia	It was a wet/soft/crushing sound.	1
5	Figure of Speech	Personification	1
6	Sentence Type	Simple sentence	1
7	Literal Meaning	On the pinnacle/top/needle of the Empire State Building.	1
8	Inferring Feelings	He thought they were going to crash/die/smash because the skyscrapers were rushing up at "awful speed."	2